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ABSTRACT

This workbook for developing communication in learners with severe disabilities is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The objective of the training is to teach practitioners: (1) the different forms and functions of receptive communication and expressive communication through demonstrations and written activities; (2) skills in assessing the learner's current level of receptive and expressive communication skills; (3) skills in determining the content of communication skills across domains and activities for teaching; and (4) skills to complete a communication map. The features of an individual communication system are described and include a way to communicate, a reason to communicate, something to communicate, somewhere to communicate, and someone with whom to communicate. Included in the module are a pretest and posttest, 10 activities to illustrate concepts, a communication map, and sample forms to track students' abilities and progress. Transparencies summarizing key information are also provided. (CR)

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Providing Services for Learners with Severe Disabilities: A Workbook for Developing Communication

ED 417 573

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OVERVIEW

Communication

Competencies: Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

Objectives: Each trainee will:

1. Demonstrate knowledge of the different forms and functions of (a) receptive communication and (b) expressive communication through demonstrations and written activities.

2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).

3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.

4. Demonstrate skills to complete a communication map.

TOPIC	FORMAT	MATERIALS
1.0 Introduction	Lecture Pretest	VCR Overhead Microswitches
2.0 Identifying the Critical Variables	Lecture Demonstration	Objects (see materials list Appendix A)
3.0 Determining Receptive Communication Objectives	Lectures Activities	
4.0 Determining Expressive Communication Objectives	Lecture Student Demonstration	
5.0 Determining Content & Strategies for Teaching	Lecture Activity Plans	
6.0 Evaluation	Posttest McCallon	

1.0 PRETEST

ACTIVITY #1: Pretest - Turn to the Activity Packet for the Pretest

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The pretest (Activity #1) Can be found in the Activity Packet. The pretest is given to determine your knowledge prior to the training session. A posttest will be given to you at the end of the session. You will be given 10 minutes to complete the pretest.

2.0 IDENTIFYING THE CRITICAL VARIABLES OF COMMUNICATION

2.1 The Difference Between Communication, Language, and Speech: Understanding the process of when to teach what

TRANSPARENCY #2

SPEECH	A COMPLEX FINE MOTOR BEHAVIOR DEPENDING ON:
	1. Adequate Air Flow from the lungs
	2. Coordinated movements of the vocal cords
	3. Coordination of the oral-motor movement of the tongue and lips within the oral cavity
LANGUAGE	A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS
COMMUNICATION	AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING:
	1. A message
	2. An intention on the part of the sender to "impact" the receiver
	3. Non-symbolic or symbolic forms may be used.

Speech:

Speech is a complex motor behavior. The learner must have adequate breath control and fine motor skills in order to have intelligible speech.

Three functions are necessary for this to occur:

- First - Adequate and controlled breathing is necessary to get the air stream to the vocal cords,
- Second - Coordinated vocal cord functioning is necessary for the air stream to reach the oral cavity with a pressure adequate for speech,
- Third - Smooth, rapid and coordinated movement of the muscles are necessary to function so that the tongue moves in many ways and can make sufficient contact with the articulators of the mouth (lips, teeth, throat, velar ridges) in order to produce vowels and consonant sounds and assimilate sounds into words.

Language:

Language is a system of culturally determined symbols that represent objects, actions, locations, concepts and expressions. In order to have a language system, the person also needs to use rules for ordering the symbols into meaningful units that can be understood by others who share their language system. The following are examples of how language systems may have different orders:

- English - get the big ball
- American Sign Language - get ball big
- Japanese - big ball get

In order to use language the learner must understand that a specific symbol refers or "stands for" a specific object, action, location, concept or emotion. Learners with severe handicaps may not understand this relationship. Language may be transmitted through speech, manual signs, written words, or abstract symbols.

Communication:

Communication is an exchange of a message or information between at least two people. Communication may be conveyed through either non-symbolic or symbolic behaviors. There must be an intent on the part of the "communicator" to impact the "receiver" in some way.

2.2 The Differences Between Receptive & Expressive Communication: Understanding and Transmitting Messages in a Reciprocal Exchange

Communication systems require consistent interaction and feedback from the participants. It is important to remember that each participant communicates both receptively and expressively during an exchange.

Receptive Communication:

Receptive communication is an "input" system in which the learner understands or comprehends the message or intent of the person who is addressing them. A message may be transmitted through facial gestures, hand gestures, speech, manual signs, symbols, or a written word. Receptive communication may, therefore, be either non-symbolic or symbolic. Often, only verbal language is taught to learners with severe handicaps in forms of directives without the learner understanding the auditory form of speech and language.

- Examples of "input" forms

  You say to the learner:
  - "Come here"
  - "Stop"
  - Gesture "No"

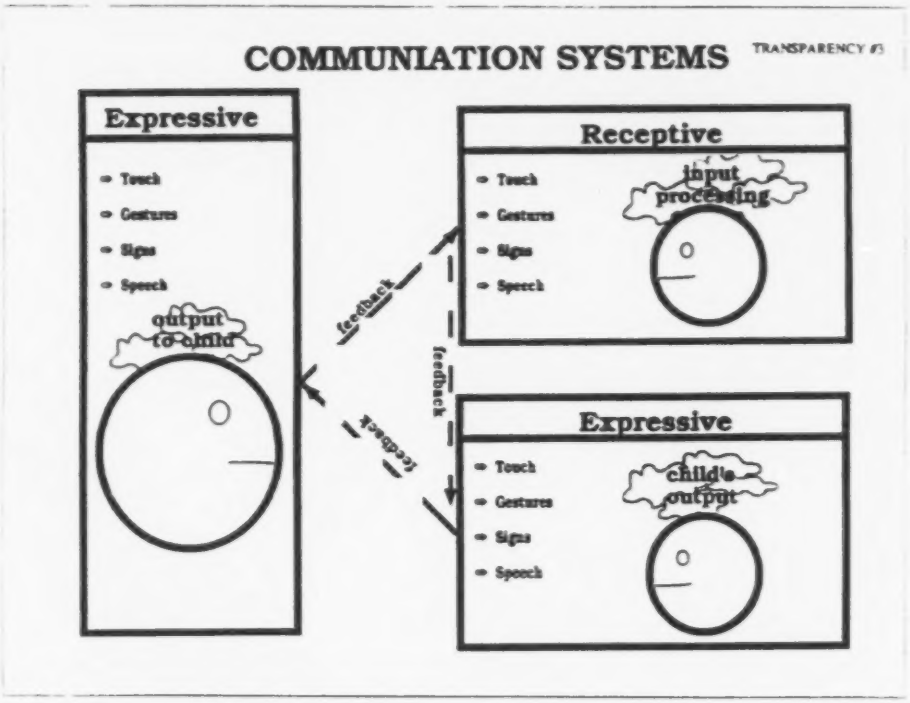
Expressive Communication:

Expressive communication is an "output" system in which the learner transmits a message to someone in order to get them to act, feel, inhibit an action, to change their opinion, or to influence the way that person thinks.

- Examples of "output" forms

  The learner communicates to you:
  - Gesture "No"
  - "Want cookie"
  - point
  - Signs "More"
  - "Taps" teacher for attention

During an interaction, the adult or child expresses, or sends, a message that the learner must first receive (learner's receptive mode). The exchange then becomes an expressive mode for the learner as he sends a message back to the adult or child.



2.3 Understanding What is Involved in the Development of Any Communication Program

- Form - First, a learner needs a "way to communicate." A specific form or behavior is used, intentionally, to transmit a message.

- Function - Second, a learner needs a "reason or intent to communicate." Each time we communicate, we have a reason or a purpose for delivering our message.

- Content - Third, a learner needs "something to communicate about." The content of a message will include the specific objects, actions, events, and locations that are part of ongoing environmental activities.

- Situating - Fourth, a learner needs to be a part of many different activities. If learners with severe handicaps are not involved in functional, routine activities, there may be very little to communicate about.

- Partners - Fifth, for communication to take place, there must be at least one other person. Hopefully, the learner will have many communication partners and not just his immediate family and teacher.

TRANSPARENCY #4

EACH STUDENT SHOULD HAVE A COMMUNICATION SYSTEM THAT IS DEVELOPED WITH THE FOLLOWING FEATURES

1. **A WAY . . . forms to communicate**
2. **A REASON . . . functions of communication**
3. **SOMETHING . . . people, objects, actions, events, locations to communicate about**
4. **SOMEWHERE . . . activities, routines, domains**
5. **SOMEONE . . . people to communicate with (family, service providers, and peers)**

3.0 DETERMINING RECEPTIVE COMMUNICATION OBJECTIVES

3.1 Early Functions of Receptive Communication

The learner's understanding of your message or what you intend for him to do is critical for teaching any skill. However, the learner must be able to respond to more than just directives. There are other functions, or reasons, for the learner to respond to you. A number of the functions are listed below:

- To get the learner to imitate you
- To get the learner to stop doing an undesirable behavior (inhibit)
- To convey that you are going to act on the learner in some way (information)
- To convey that he/she is being taken somewhere (information)
- To convey what you intend for the learner to do (directive)
- To convey that an activity is completed (termination)
- To convey what activities are to take place in the near future (understanding the routine activities of the day)

TRANSPARENCY #5

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT (NOTICE)

B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE BEHAVIOR (YOUR PROTEST)

C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER IN SOME WAY (INFORMATION)

D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION)

E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO (COMMAND/DIRECTIVE)

F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS, AND ABOUT ONGOING ACTIVITIES (SOCIAL COMMENT)

G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION)

H. TO PROVIDE A MODEL

I. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY)

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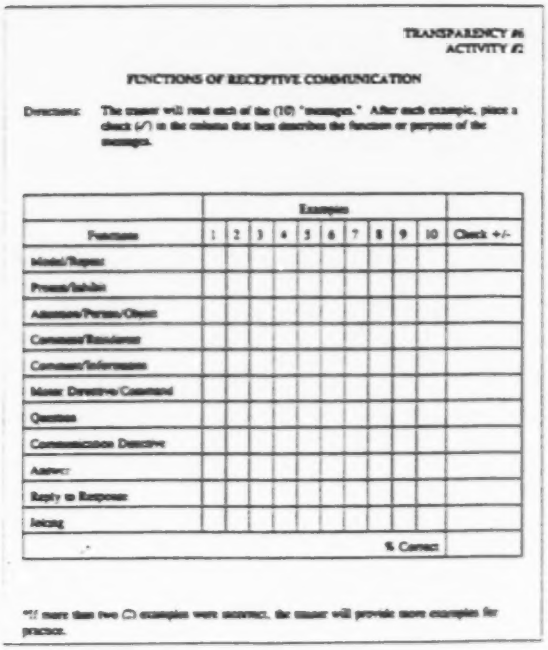


TRANSPARENCY #6
ACTIVITY #2

FUNCTIONS OF RECEPTIVE COMMUNICATION

Directions: The trainer will read each of the (10) "messages." After each example, place a check (✓) in the column that best describes the function or purpose of the message.

	Examples										
Functions	1	2	3	4	5	6	7	8	9	10	Check +/-
Model/Repeat											
Praise/Exhibit											
Attention/Person/Object											
Comment/Resistance											
Comment/Information											
Motor Directive/Command											
Question											
Communication Directive											
Answer											
Reply to Response											
Joking											
										% Correct	

*If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

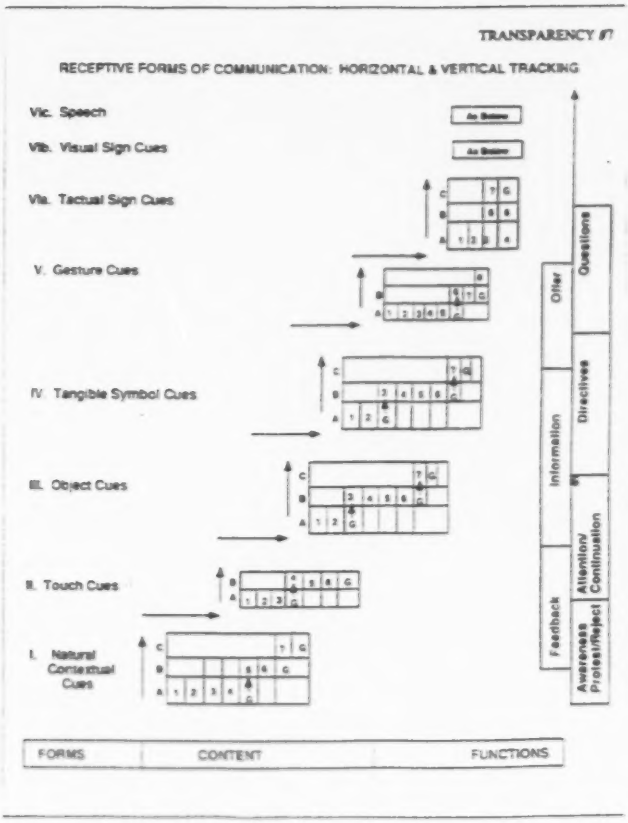
Activity #2: Functions of Receptive Communications - Turn to the Activity Packet for Activity #2

3.2 Forms of Receptive Communication

Many learners with severe handicaps may have a limited understanding of speech. Whereas they may hear, there may be some auditory discrimination problems. Persons respond to many cues or signals in the environment. The following modes and examples of forms of receptive communication are some ways that messages can be expressed without extensive use of full physical assistance:

Natural Contextual Cues

- Non-speech signals, such as the fire alarm, a door closing
- Visual cues, such as handing the learner his coat
- Tactile cues, such as the spoon touching his lips, or the belt being unfastened before the learner is removed from his wheelchair
- The chain of events that occur in routine activities



Touch cues

- Touch cues are minimal physical prompt cues that are given to provide specific information to the learner (sit down, give it to me).
- It is important that each person interacting with the learner is consistent in the way the touch cues are delivered so they begin to be meaningful to the learner.
- The following tactile or touch cues are provided as examples of different forms the cues may take to convey different meanings to the learner. Initially, only three or four cues may be used. When the learner responds to those cues, more may be added.

TRANSPARENCY #8A

EXAMPLES OF RECEPTIVE FORMS

TOUCH CUES

Up	Identification
Down	Sit
Change	Stand
	Come
	More
	Give
	Put

OBJECT CUES

Meaning	Object (Form)
Eat	Spoon
Drink	Bottle
Change	Pants or Diaper
Go	Walker
Finished	Tub to put object in
Bed/Sleep	Blanket, small pillow or bed toy
Down on mat	Piece of the mat/carpet
Going to play area	A specific toy
Bath	Washcloth or sponge
Dress	Small shoe
Outside	Turf or small brick
Music	Tape
Bubbles	Bubble wand
Air on face	Balloon
Swing	Piece of cloth or rubber

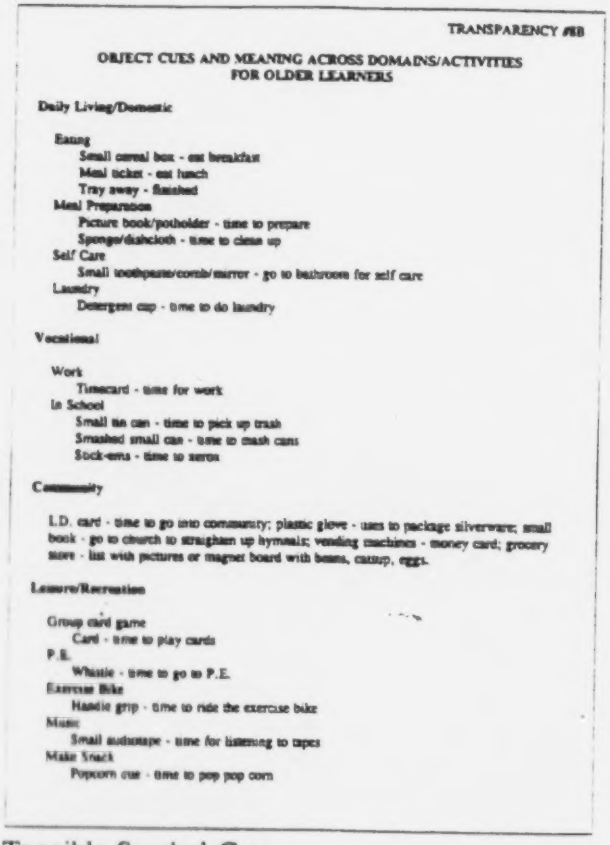
GESTURES

No/Yes	Finished
Give me	Want
Take	Look for
Eat	Put
Come	Go
Bye	Take

Object Cues

- Object cues have the advantage of being stationary and tangible, whereas speech or sign cues are not,
- Object cues are especially useful when time will lapse between the time the "message" is given (go to the gym) and the time it takes the learner to complete the behavior since memory spans for learners with severe handicaps may be quite short.
- Initially, real objects that are part of routine activities will be used as cues. Later, objects that represent an activity may be used.

- The following object cues are presented as examples that may be used:



TRANSPARENCY #8

OBJECT CUES AND MEANING ACROSS DOMAINS/ACTIVITIES FOR OLDER LEARNERS

Daily Living/Domestic

Eating
- Small cereal box - eat breakfast
- Meal ticket - eat lunch
- Tray away - finished

Meal Preparation
- Picture book/potholder - time to prepare
- Sponge/dishcloth - time to clean up

Self Care
- Small toothpaste/comb/mirror - go to bathroom for self care

Laundry
- Detergent cup - time to do laundry

Vocational

Work
- Timecard - time for work

In School
- Small tin can - time to pick up trash
- Smashed small can - time to crush cans
- Stick-ems - time to xerox

Community

I.D. card - time to go into community; plastic glove - uses to package silverware; small book - go to church to straighten up hymnals; vending machines - money card; grocery store - list with pictures or magnet board with beans, catsup, eggs.

Leisure/Recreation

Group card game
- Card - time to play cards

P.E.
- Whistle - time to go to P.E.

Exercise Bike
- Handle grip - time to ride the exercise bike

Music
- Small audiotape - time for listening to tapes

Make Snack
- Popcorn cue - time to pop pop corn

Tangible Symbol Cues

- As the learner becomes more capable of understanding abstract concepts, tangible symbol cues can be introduced.

- It is important to take into consideration the learner's visual and cognitive capabilities when deciding the types of tangible symbol cues to utilize.

- The following are types of cues:
  - Pictures
  - Association objects
  - Picsyms
  - Thermoform symbols

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Gesture Cues

- Often, gesture cues may be more meaningful to a learner than words. Gesture cues should initially be presented in the context of a functional activity.

- It is important that each person interacting with the learner provides the gesture cues in the same way so they can become meaningful to the learner.

- The following are examples of gesture cues that may be used:
  - a. Sit down
  - b. Stand up
  - c. Come here
  - d. Give it to me
  - e. Take this
  - f. Look here
  - g. Go outside
  - h. Finished
  - i. Pick it up
  - j. Put it in
  - k. Stir it
  - l. Blow your nose
  - m. Wipe your mouth
  - n. Come with me
  - o. Which do you want?
  - p. What?

Sign Cues

- Initially, sign cues may be an extension of the gesture cue system with those signs that represent the activity or the action being used first.

- Even though the learner may not learn to use signs expressively, the signs may add to his/her understanding of speech.

- The following are examples of some of the early signs that may be used:
  - a. What do you want?
  - b. Throw it away
  - c. Want more?
  - d. No!
  - e. Finished!
  - f. Go
  - g. Turn it
  - h. Wash/wipe off
  - i. Take it off
  - j. Eat
  - k. Drink
  - l. Get
  - m. Signs that represent objects (book, cup, kleenex) may be introduced
  - n. Signs that are important for regular activities (work, make, stop that, help) may be introduced gradually

Tactual Sign Cues

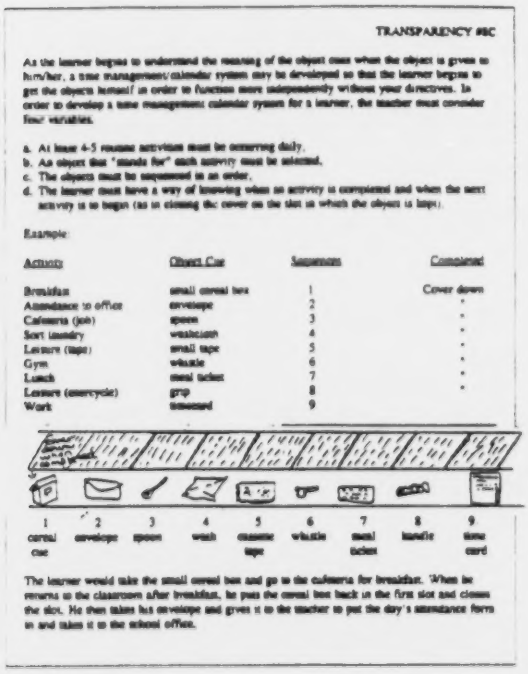
- Learners who are totally blind and hearing impaired and have the cognition to understand sign cues, will need tactile sign cues. This is the use of sign language with the learner's hands placed on top of the person's hands communicating with him.

Speech Cues

- Young children (and many of our learners with severe handicaps) may respond to intonation or inflection features of speech long before they understand the meanings of the words or phrases that are used.

- It is critical that simple words or phrases are paired with any other type of cue that is used so that the words can begin to take on meaning.

- When object identification or the names of persons who interact with the learner are being taught, it is important that words are selected that sound very different from one another. These aspects of teaching receptive communication will be discussed later.



TRANSPARENCY #8C

As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.

a. At least 4-5 routine activities must be occurring daily.
b. An object that "stands for" each activity must be selected.
c. The objects must be sequenced in an order.
d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

Example

Activity	Object Cue	Sequence	Completed
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	"
Cafeteria (job)	spoon	3	"
Sort laundry	washcloth	4	"
Leisure (tape)	small tape	5	"
Gym	whistle	6	"
Lunch	meal ticket	7	"
Leisure (exercycle)	grip	8	"
Work	timecard	9	

1 cereal cue 2 envelope 3 spoon 4 wash 5 cassette tape 6 whistle 7 meal ticket 8 handle 9 time card

The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.

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TRANSPARENCY #9
ACTIVITY #3

FORMS OF RECEPTIVE COMMUNICATION

Directions: You will observe a role play situation. The trainer will present a form of a receptive cues (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity-criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
						% Correct	

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

Activity #3: Forms of Receptive Communication - Turn to the Activity Packet for Activity #3

3.3 Content of Receptive Communication

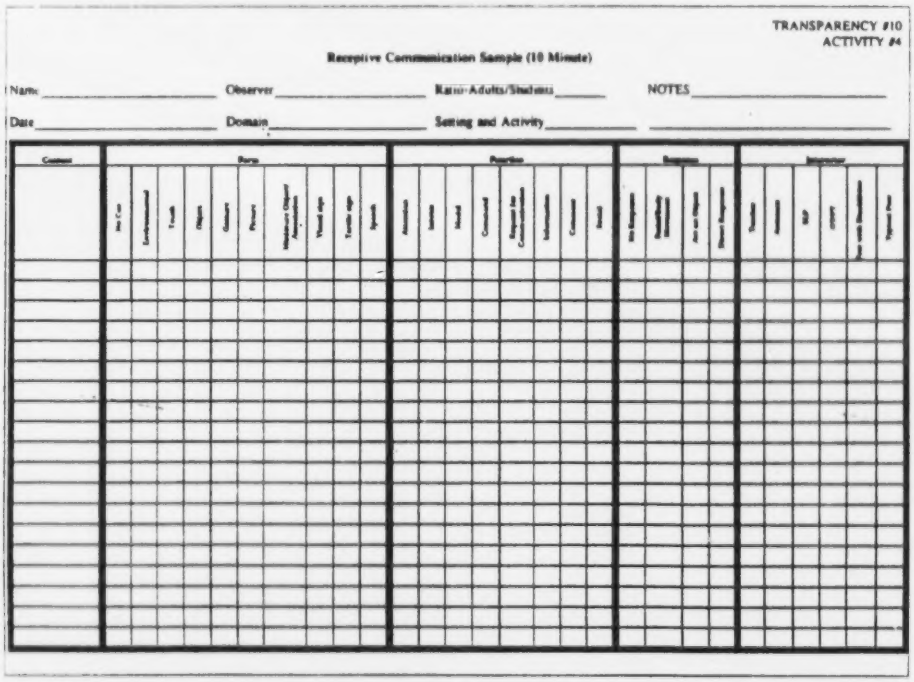
- The content of communication addressed to the learner will be based on the directives, models, feedback, attention devices, questions, opportunities for choices and preferences, and termination of an activity across domains, activities, and tasks.

- The routines of each activity provide natural cues and chains of behaviors that are powerful support cues for the learner.

3.4 Assessment of Receptive Communication

- The forms, functions, and content that the learner understands should be assessed across all domains and activities.

- A task analysis should include the specific instructions, such as "turn off", with the specific gestures that are used.



TRANSPARENCY #10
ACTIVITY #4

Receptive Communication Sample (10 Minute)

Name:_____ Observer:_____ Ratio-Adults/Students:_____ NOTES:_____

Date:_____ Domain:_____ Setting and Activity:_____

Content	Form										Function								Response				Interaction					

- If the learner does not understand what you expect of him/her, you have a...break-down of communication...it is up to you as a speaker or interactor to "repair" your cue by using a lower mode and form of a cue that the learner does understand.

- Provide a cue in a mode (such as speech only) one (1) time.

- Allow the learner time to respond (3-4 seconds) before you repair your cue by providing a more simple cue (such as a gesture cue).

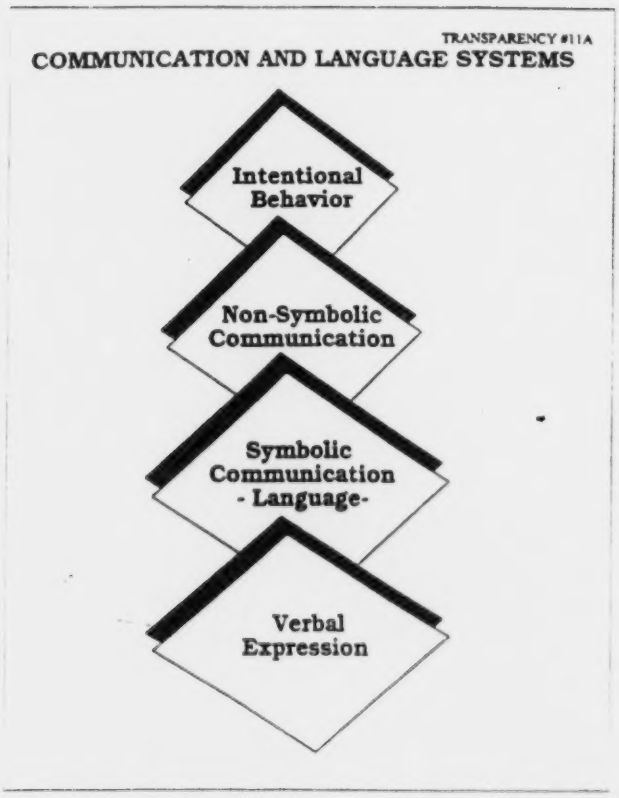
- Remember - your job is to make yourself understood by the learner in the way that works, and to gradually pair higher forms of cues so that the words become meaningful.

4.0 DETERMINING EXPRESSIVE COMMUNICATION OBJECTIVES

4.1 Forms of Expressive Communication

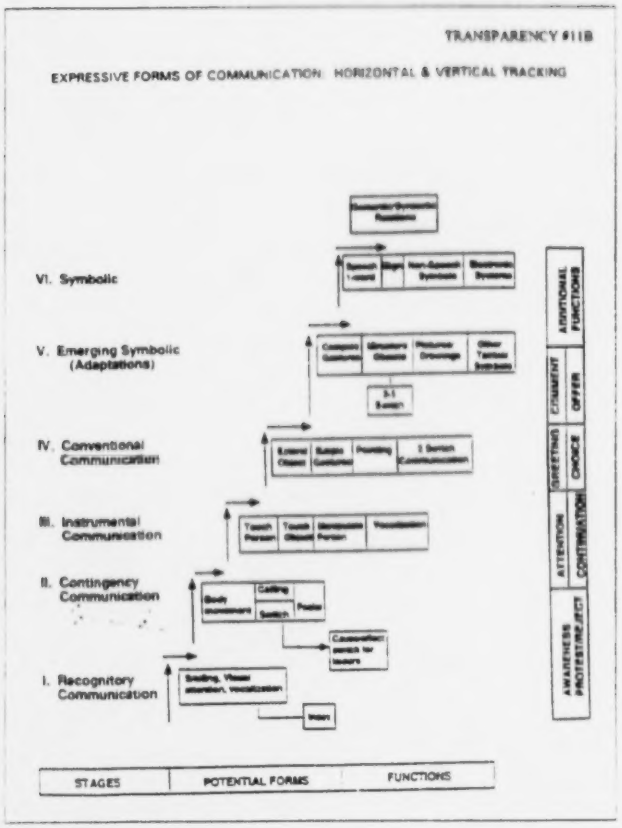
It is critical that the teacher (and Speech/Language Pathologist) understand that a learner with handicaps may communicate through a number of different forms. Initially, for the majority of learners with severe handicaps, these forms may not be verbal expressions or symbolic forms. They may be very simple and concrete means of getting the listener to respond in some way.

Remember - forms of expressive communication are a way to communicate. Some learners may never learn to talk or to sign, but they can learn to communicate. Again, as in receptive communication, the learner's visual, auditory, motor, and cognitive skills will determine what forms of expressive communication he/she will be able to use. Therefore, it is difficult to determine an exact sequence of teaching that each learner will follow - that would not be possible. Often, adapted forms or equipment will be necessary.



A Sequence of Forms

- Levels of forms - A sequence of communication behaviors or forms are presented across different levels of expressive use. Whereas, these levels are somewhat arbitrary, these are based on an easy-to-difficult sequence as well as functional use data by many learners with severe multiple handicaps. The levels provide a guideline or general measure of where the learner is functioning.



- Concrete and simple motor-to-abstract and complex motor: The sequence of forms across the levels are arranged from simple and concrete - gradually becoming more abstract and complex. It should be the intent of the teacher to move the learner through the levels or to "up the ante" so that the learner does not remain at one level but learns through a systematic teaching process to communicate about...more things...more effectively...more efficiently to be understood by more people.

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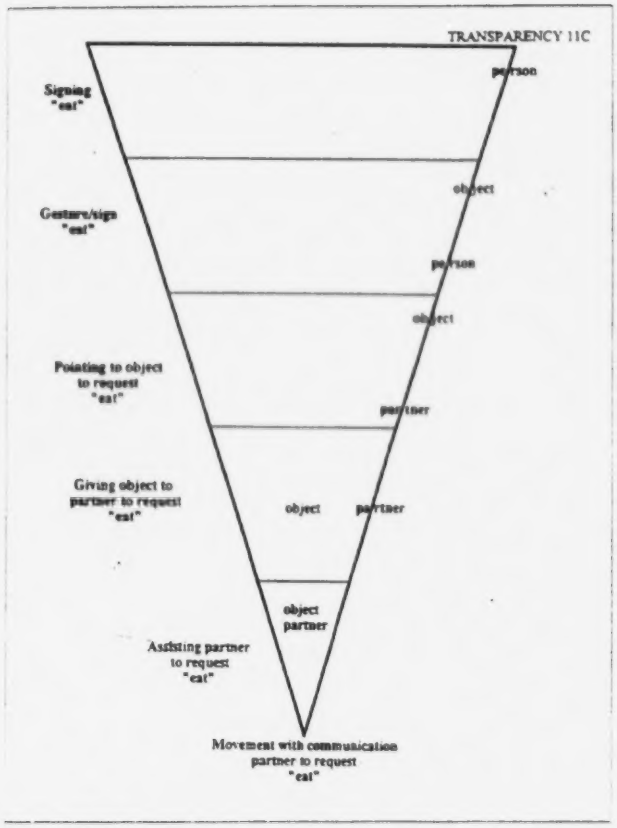

Levels and Features of Communication

- Different levels and examples of different forms are provided on the following two pages.

LEVELS/FEATURES	FORMS	EXAMPLES
LEVEL I. RECOGNITORY Behaviors indicate some awareness that another person is present for interaction		

LEVEL II. CONTINGENCY Behaviors are purposeful but are not used for intentional communication. These behaviors may be interpreted by others as being communicative. They are necessary to move to the level of communication. These behaviors represent cause-effect skills, in which the learner learns that he/she can act on the environment to cause an effect.	1. General body movements	Leans head forward Moves body for more
	2. Specific body movements	Reaches to grasp Throws an object
	3. Vocalizations	Exhibits an abusive behavior
	4. Adaptations with switches	Press switch for music Leaf switch for fan Mercury for blender
The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner, the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.		
LEVEL III. INSTRUMENTAL These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.	1. Vocalization (auditory signal)	
	2. Eye gaze	
	3. Body movement	Leans back for backrub Kicks legs for rock Moves head for more food
	4. Touch person	Touch hand to get milk Touch arm for attention
	5. Touch object (object of 2 held)	Reaches for or touches cup or toy Touches tape recorder when it stops
	6. Touches 2 objects (not held)	touches spoon, not cup
	7. Adaptations	Learners with little voluntary movement may need a switch device
The learner gradually becomes more purposeful in using these behaviors and in anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.		

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LEVEL IV. CONVENTIONAL The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.	1. Touch person & object (or move person's arm to object)	
	2. Extend real objects	Cup for more milk Tape to turn on Money for coke
	3. Use of 3 simple gestures	Up, Mine, and No
	4. Point to near object	
	5. Adapted 2-choice communication device	
	6. Yes/No	Head motion
At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually becomes more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.		
LEVEL V. EMERGING SYMBOLIC SYSTEMS At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.	1. Extend/point to miniature objects 2. Extend/point to object parts that are part of the whole 3. Extend/point to pictures/line drawings 4. Use more complex gestures	
At level V, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level, the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.		
LEVEL VI. SYMBOLIC At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols	1. A. Close work approximations B. True signs C. Written words or abstract symbols 2. Use of two words for 2 different functions 3. Use of two words for objects that are not immediately visible or present	

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TRANSPARENCY #12
ACTIVITY #5

FORMS OF EXPRESSIVE COMMUNICATION

Directions: The trainer will demonstrate ten specific forms of communication. Record a check (✓) under the specific form being demonstrated for each trial. You may request the trainer to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below

	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Object	Use Picture	Speech	Sign	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

ACTIVITY #5: Forms of Expressive Communication - Turn to the Activity Packet for Activity #5.

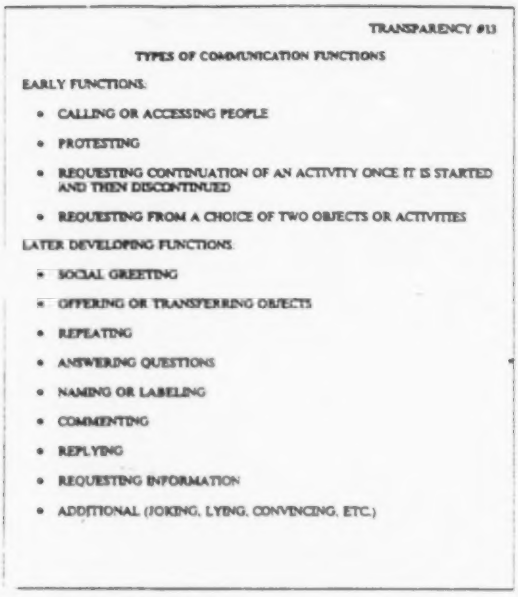
4.2 Functions of Expressive Communication

The learner will learn to use forms of communication to express different functions or to achieve different goals. Initially, the learner will use one form for only one function. Later, the learner will be able to use a form for at least two different functions.

- Example "Teacher's name" may be used to get her attention or answer the question, "Who's your teacher?" "Ms. Dodd."

Types of Communication Functions

The following are types of communication functions that will be taught initially. The second group of functions will be taught once the learner demonstrates consistent use of the first group.


TRANSPARENCY #13
TYPES OF COMMUNICATION FUNCTIONS
EARLY FUNCTIONS:
• CALLING OR ACCESSING PEOPLE
• PROTESTING
• REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
• REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES
LATER DEVELOPING FUNCTIONS:
• SOCIAL GREETING
• OFFERING OR TRANSFERRING OBJECTS
• REPEATING
• ANSWERING QUESTIONS
• NAMING OR LABELING
• COMMENTING
• REPLYING
• REQUESTING INFORMATION
• ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)

- Early functions:
  - Calling or accessing people
  - Protesting
  - Requesting continuation of an activity once it is started and then discontinued
  - Requesting from a choice of two objects or activities

- Later developing functions:

  - Social greeting
  - Offering or transferring objects
  - Repeating
  - Answering questions
  - Naming or labeling
  - Commenting
  - Replying
  - Requesting information
  - Additional (joking, lying, convincing, etc.)

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TRANSPARENCY #14
ACTIVITY #6

FORMS & FUNCTIONAL OF EXPRESSIVE COMMUNICATION

Directions: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below.

	FORMS															FUNCTIONS				
	Vocalization	Eye Gaze	Body Movement	Touch Person/Object	Touch Person & Object	Reach Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Associations Object	Use Pictures	Speech	Sign	Adaptation	Answering/Access People	Protest	Request Continuation	Choice	Other
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

ACTIVITY #6: Forms and Functions of Expressive Communication - Turn to the Activity Packet for Activity #6

4.3 Content of Communication

Two aspects of the content of communication must be considered in order for the learner to have "something to communicate about."

Vocabulary

Objects, persons, activities, locations, and events are aspects of the environment that are communicated about. They represent the content of vocabulary.

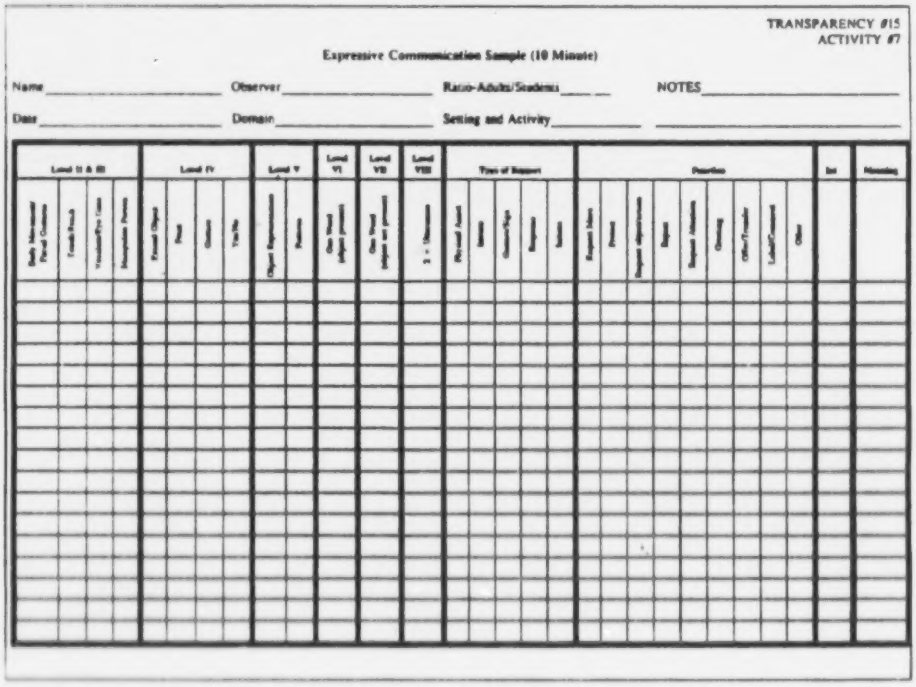
- Select vocabulary that is functional and would be used frequently.
- Select vocabulary initially that can be expressed by forms of communication that do not look alike, sound alike, or can be easily confused.

The assessment is designed to assess three features of the learners' expressive communication system.

Forms that the learner is currently using and a plan for teaching the next forms,

Functions that the learner is using, and

Routine activities that serve as the context of assessment.



TRANSPARENCY #15
ACTIVITY #7

Expressive Communication Sample (10 Minute)

Name _____ Observer _____ Ratio-Adults/Students ____ NOTES _____

Date _____ Domain _____ Setting and Activity _____

Level II & III				Level IV				Level V		Level VI	Level VII	Level VIII	Types of Support					Function									Int	Meaning
Body Movement For or Gestures	Touch Person	Manipulate Person Close	Manipulate Person Distant	Person Object	Point	Gesture	Touch	Object Representation	Picture	One Word Object (picture)	One Word Object or (picture)	2 + Elements	Physical Touch	Words	Gesture/Sign	Symbols	Icons	Request Action	Protest	Request Object/Activity	Reject	Request Attention	Greeting	Other/Transfer	Label/Comment	Other		

ACTIVITY #7: Expressive Communication Assessment - Turn to the Activity Packet for Activity #7

5.0 DETERMINING COMMUNICATION CONTENT & STRATEGIES

5.1 Developing the IEP and Communication Programming

Once the Receptive and Expressive Communication Samples have been completed, objectives for communication should be included on the IEP.

The forms that the learner understands and uses should be listed under strengths.

The criterion for completion should include the activities (across domains) in which the forms & functions will be used.

TRANSPARENCY #16
ACTIVITY #8

ACTIVITY PLAN FORM: TOTAL TASK

I. ACTIVITY:_____

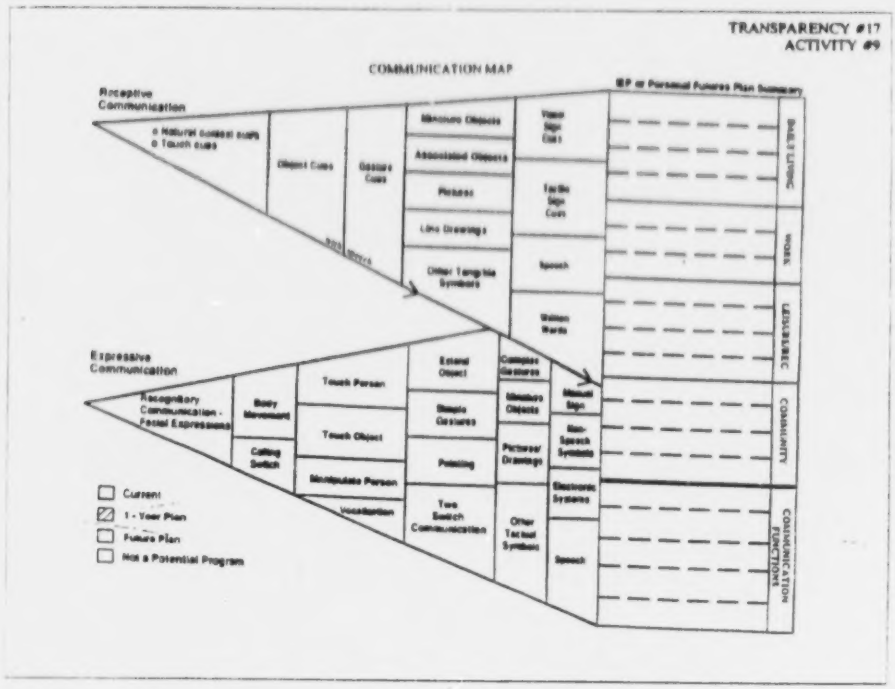
II. RATIONALE (What is the reason this activity should be taught?)	III. MATERIALS NEEDED: 1. 2. 3. 4. 5.

IV. WHAT SKILLS NEED TO TAKE PLACE:

BEFORE ACTIVITY:	DURING ACTIVITY:	AFTER ACTIVITY:
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.		

ACTIVITY #8: Demonstration of a Total Task Activity - Turn to the Activity Packet for Activity #8

5.2 Specify the Functional Receptive & Expressive Content.



ACTIVITY #9: Communication Map - turn to the Activity Packet for Activity #9

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6.0 Evaluation

6.1 Posttest

- -

ACTIVITY #10: Posttest - Turn to the Activity Packet for Activity #10

- -

6.2 Trainee Workshop Evaluation

- -

ACTIVITY #11: McCallon Satisfaction - The McCallon Satisfaction measure is located in the Activity Packet.

- -

COMMUNICATION WORKBOOK

ACTIVITY PACKET

PRETEST **ACTIVITY #1**

1. What three (3) related skill areas (Other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.

3. Provide two examples of nonverbal (not crying, babbling) behaviors for each of the following:
   A. Instrumental communication (nonsymbolic):
      1.
      2.
   B. Conventional (adult-like forms) prelanguage communication (nonsymbolic):
      1.
      2.

4. List four types of communication functions (intents, uses, reasons) that are used by young children (do not list specific behaviors).
   A.
   B.
   C.
   D.

5. Match the following behaviors that best reflect the level of communication development.

Child presses switch to get Mom's attention._____	A. Level I - Recognitory Communication
	B. Level II - Contingency Communication
Child extends his cup for more milk._____	C. Level III - Instrumental
Child becomes "quiet" when Mom interacts with him._____	D. Level IV - Conventional intentional Communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.
   A.
   B.
   C.

FUNCTIONS OF RECEPTIVE COMMUNICATION

Directions: The trainer will read each of the (10) "messages." After each example, place a check (✓) in the column that best describes the function or purpose of the messages.

	Examples										
Functions	1	2	3	4	5	6	7	8	9	10	Check +/-
Model/Repeat											
Protest/Inhibit											
Attention/Person/Object											
Comment/Reinforcer											
Comment/Information											
Motor Directive/Command											
Question											
Communication Directive											
Answer											
Reply to Response											
Joking											
										% Correct	

*If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

FORMS OF RECEPTIVE COMMUNICATION

Directions: You will observe a role play situation. The trainer will present a form of a receptive cues (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity-criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
						% Correct	

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

Receptive Communication Sample (10 Minute)

ACTIVITY #4

Name_____ Observer_____ Ratio-Adults/Students_____ NOTES_____

Date_____ Domain_____ Setting and Activity_____ _____

Content	Form										Function								Response				Interactor					
	No Cue	Environmental	Touch	Object	Gesture	Picture	Miniature Object/ Association	Visual sign	Tactile sign	Speech	Attention	Inhibit	Model	Command	Request for	Information	Comment	Social	No Response	Facial/Body	Act on Object	Direct Response	Teacher	Assistant	SLP	OT/PT	Peer with Disabilities	Typical Peer

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FORMS OF EXPRESSIVE COMMUNICATION

Directions: The trainer will demonstrate ten specific forms of communication. Record a check (✓) under the specific form being demonstrated for each trial. You may request the trainer to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below

	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Object	Use Pictures	Speech	Signs	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

FORMS & FUNCTIONS OF EXPRESSIVE COMMUNICATION

Directions: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the <u>form</u> and <u>function</u> of each communicative behavior in the column below.

	FORMS														FUNCTIONS				
	Vocalization	Eye Gaze	Body Movement	Touch Person/Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Object	Use Pictures	Speech	Signs	Adaptation	Attention/Access People	Protest	Request Continuation	Choice	Other
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

Expressive Communication Sample (10 Minute)

ACTIVITY #7

Name_____ Observer_____ Ratio-Adults/Students_____ NOTES_____

Date_____ Domain_____ Setting and Activity_____ _____

Level II & III				Level IV				Level V		Level VI	Level VII	Level VIII	Type of Support					Function									Int	Meaning
Body Movement/ Facial Gestures	Touch/Reach	Vocalize/Eye Gaze	Manipulate Person	Extend Object	Point	Gesture	Yes/No	Object Representation	Pictures	One Word (object present)	One Word (object not present)	2 + Utterances	Physical Assist	Imitate	Gesture/Sign	Response	Initiate	Request More	Protest	Request object/action	Repeat	Request Attention	Greeting	Offer/Transfer	Label/Comment	Other		

Int = Interacter
PD = Peer with Disability
TP = Typical Peer

ACTIVITY PLAN FORM: TOTAL TASK

I. ACTIVITY:_____

_____

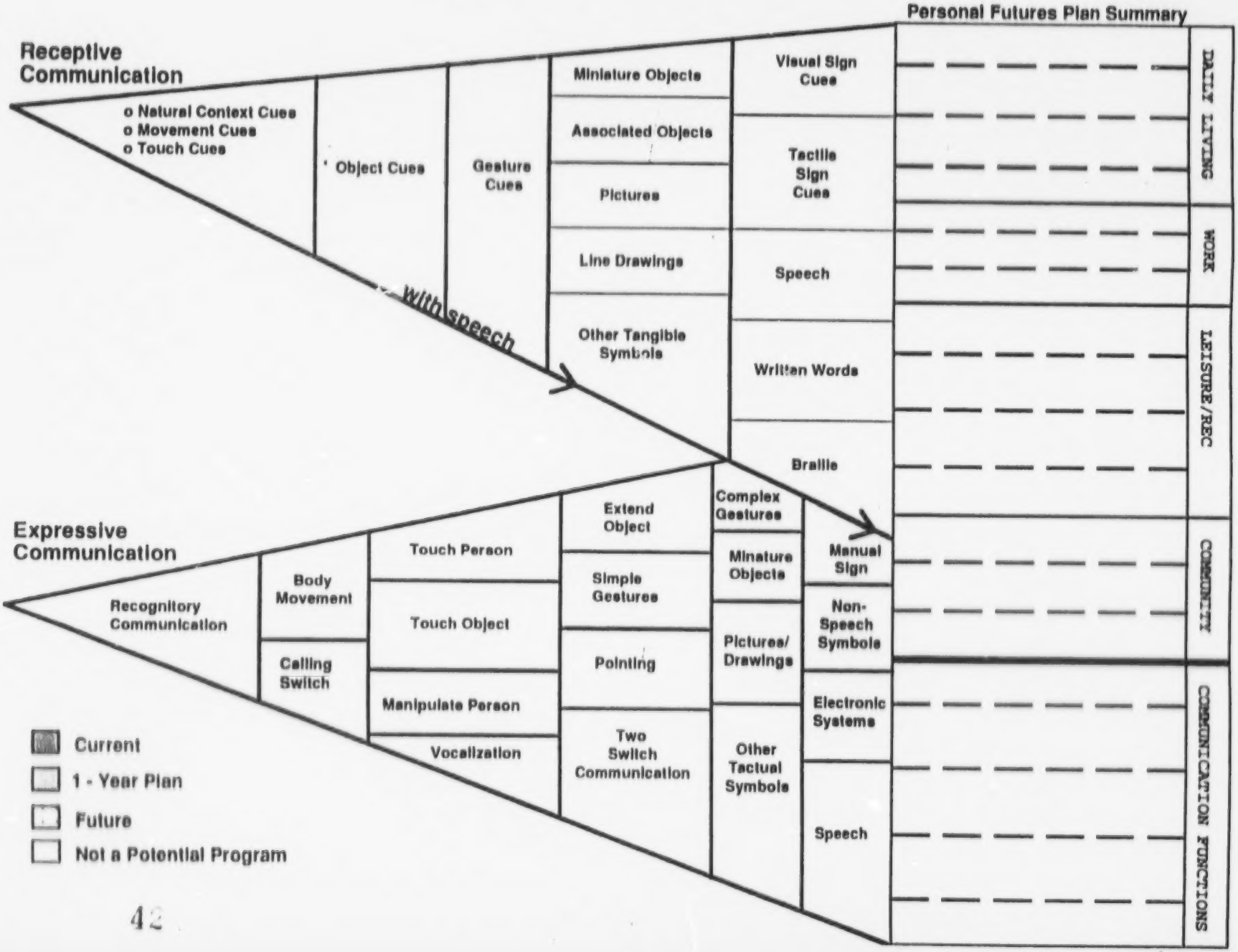
II. RATIONALE (What is the reason this activity should be taught?):

III. MATERIALS NEEDED:

1.
2.
3.
4.
5.

IV. WHAT SKILLS NEED TO TAKE PLACE:

BEFORE ACTIVITY:	DURING ACTIVITY:	AFTER ACTIVITY:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		


Personal Futures Plan Summary
Receptive Communication
o Natural Context Cues
o Movement Cues
o Touch Cues
Object Cues
Gesture Cues
Miniature Objects
Associated Objects
Pictures
Line Drawings
Other Tangible Symbols
Visual Sign Cues
Tactile Sign Cues
Speech
Written Words
Braille
with speech
Expressive Communication
Recognitory Communication
Body Movement
Calling Switch
Touch Person
Touch Object
Manipulate Person
Vocalization
Extend Object
Simple Gestures
Pointing
Two Switch Communication
Complex Gestures
Minature Objects
Pictures/ Drawings
Other Tactual Symbols
Manual Sign
Non-Speech Symbols
Electronic Systems
Speech
DAILY LIVING
WORK
LEISURE/REC
COMMUNITY
COMMUNICATION FUNCTIONS
Current
1 - Year Plan
Future
Not a Potential Program

POSTTEST **ACTIVITY #10**

1. What three (3) related skill areas (Other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.

3. Provide two examples of nonverbal (not crying, babbling) behaviors for each of the following:
   A. Instrumental communication (nonsymbolic):
      1.
      2.
   B. Conventional (adult-like forms) prelanguage communication (nonsymbolic):
      1.
      2.

4. List four types of communication functions (intents, uses, reasons) that are used by young children (do not list specific behaviors).
   A.
   B.
   C.
   D.

5. Match the following behaviors that best reflect the level of communication development.

Child presses switch to get Mom's attention._____	A. Level I - Recognitory Communication
	B. Level II - Contingency Communication
Child extends his cup for more milk._____	C. Level III - Instrumental
Child becomes "quiet" when Mom interacts with him._____	D. Level IV - Conventional intentional Communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.
   A.
   B.
   C.

INTERACTOR/CHILD SKILLS ACROSS ROUTINES

Name:_____

Date:_____

0 = Never occurs
1 = Occurs occasionally
2 = Occurs frequently

Generic Interactive Teaching Behavior	Rate	Specific Behavior for Individual Child	Child Outcomes				
1. Prepare child for the activity							
2. Announce who and what will happen							
3. Handling/position							
4. Placement of materials							
5. Responsiveness							
6. Opportunities to communicate							
7. Special Adaptations							
8. Partial Participation							
9. Provide appropriate feedback							
10. Provide consistent prompts/cues							
11. Wait							
12. Encourage sibling/peer interaction							
Score	_____	_____	_____	_____	_____	_____	_____

Additional Objectives:	Routine:
	Teaching Strategies:_____
	_____
	_____
	_____
	_____
	_____
	_____
	Additional Adaptations:_____
	_____
	_____

INTERACTOR/CHILD SKILLS ACROSS ROUTINES

Name:_____

Date:_____

0 = Never occurs
1 = Occurs occasionally
2 = Occurs frequently

Generic Interactive Teaching Behavior	Rate	Specific Behavior for Individual Child	Child Outcomes				
1. Prepare child for the activity							
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3. Handling/position							
4. Placement of materials							
5. Responsiveness							
6. Opportunities to communicate							
7. Special Adaptations							
8. Partial Participation							
9. Provide appropriate feedback							
10. Provide consistent prompts/cues							
11. Wait							
12. Encourage sibling/peer interaction							
Score	_____	_____	_____	_____	_____	_____	_____

Additional Objectives:	Routine:
	Teaching Strategies:_____
	Additional Adaptations:_____

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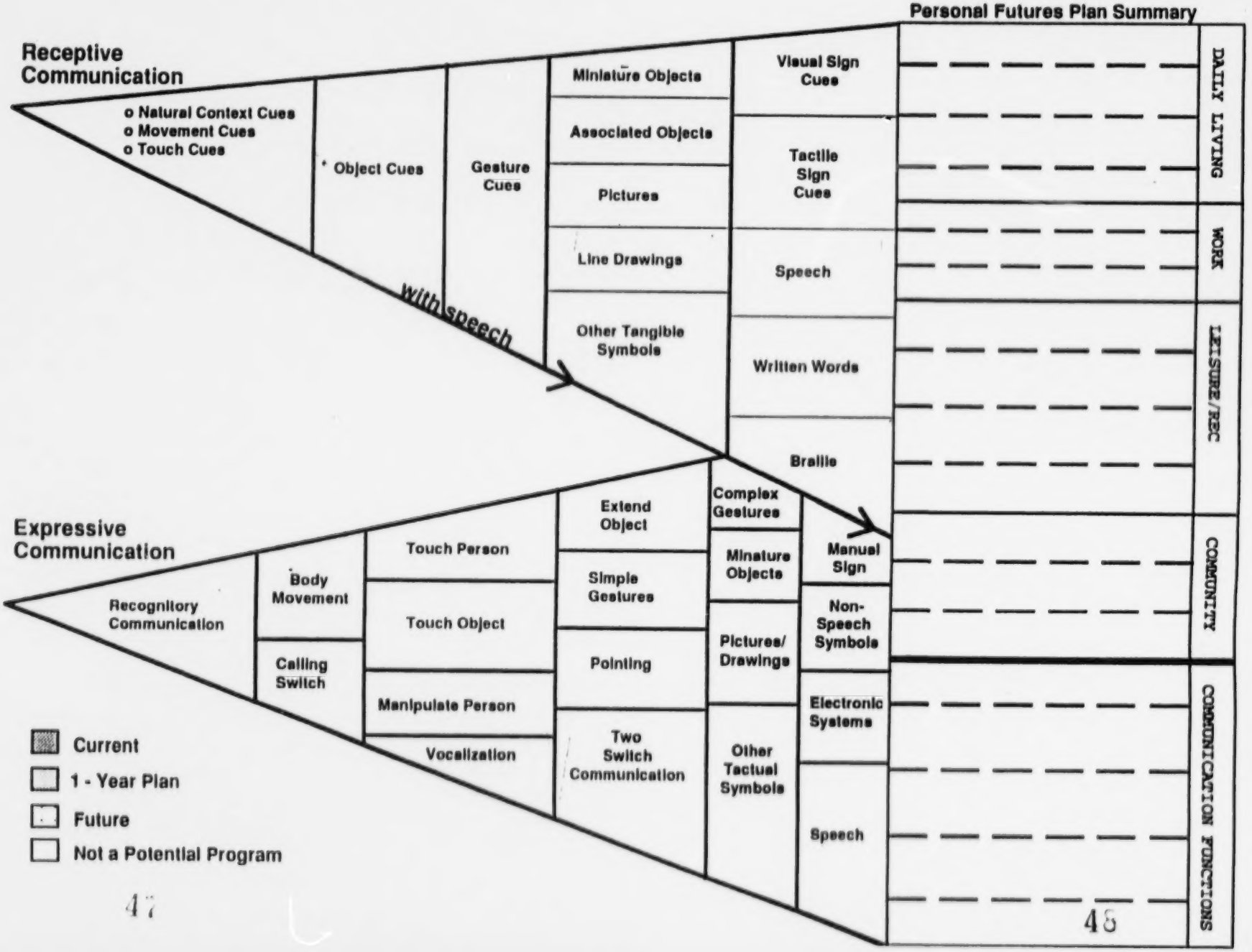
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Associated Objects
Pictures
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Touch Person
Touch Object
Manipulate Person
Vocalization
Extend Object
Simple Gestures
Pointing
Two Switch Communication
Complex Gestures
Minature Objects
Pictures/ Drawings
Other Tactual Symbols
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Non-Speech Symbols
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COMMUNICATION FUNCTIONS
Current
1 - Year Plan
Future
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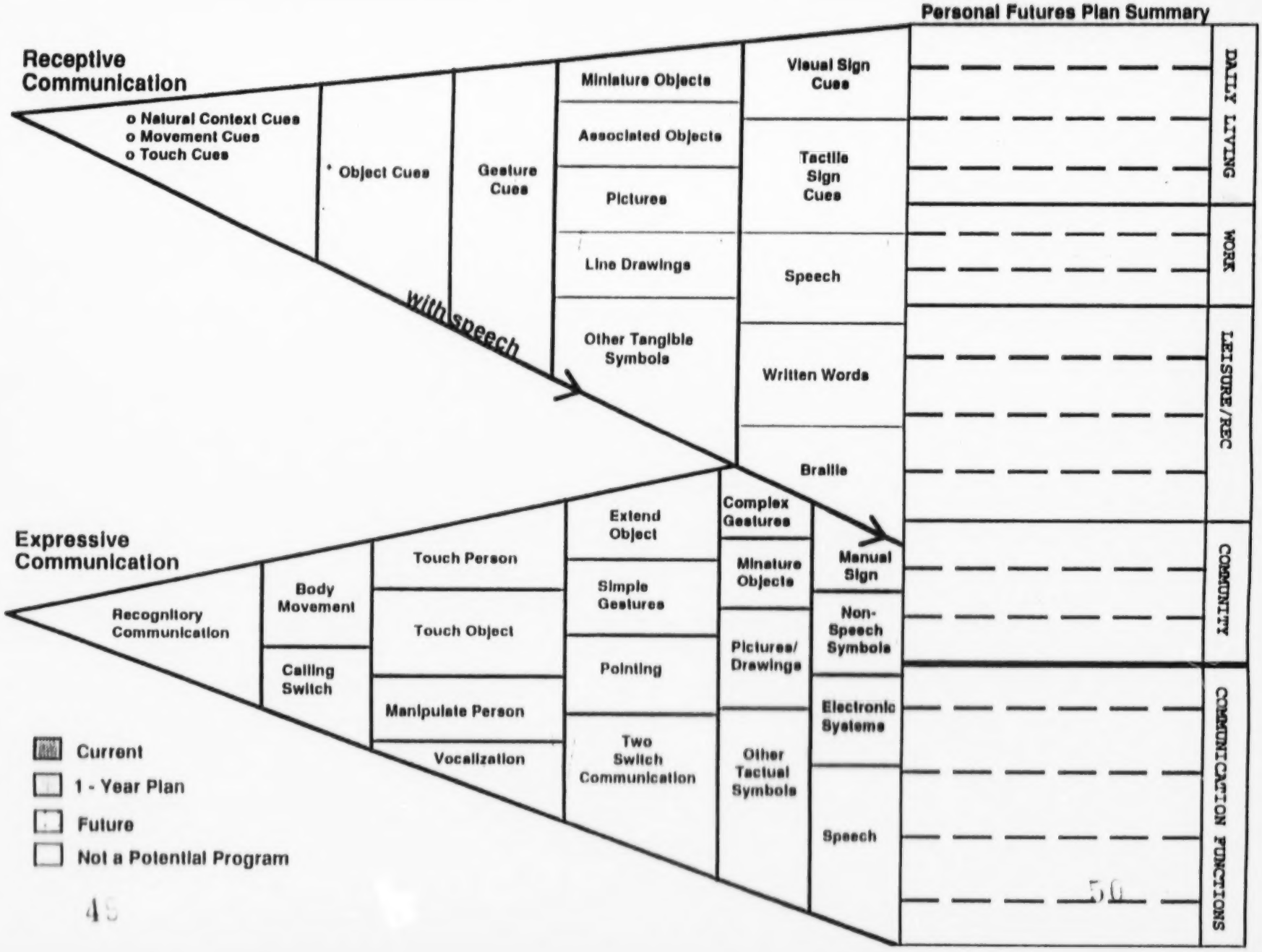
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Associated Objects
Pictures
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Visual Sign Cues
Tactile Sign Cues
Speech
Written Words
Braille
with speech
Expressive Communication
Recognitory Communication
Body Movement
Calling Switch
Touch Person
Touch Object
Manipulate Person
Vocalization
Extend Object
Simple Gestures
Pointing
Two Switch Communication
Complex Gestures
Minature Objects
Pictures/ Drawings
Other Tactual Symbols
Manual Sign
Non-Speech Symbols
Electronic Systems
Speech
DAILY LIVING
WORK
LEISURE/REC
COMMUNITY
COMMUNICATION FUNCTIONS
Current
1 - Year Plan
Future
Not a Potential Program

WORKSHOP EVALUATION SCALE

Workshop Name: _____ Date: _____

Presenter: _____

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenter(s) was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The ideas and activities of the workshop were:	Very Interesting 7	6	5	4	3	2	Dull 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1
8.	Do you feel a need for additional information about this topic?	1. Yes			2. No			

The stronger features of the workshop were: _____

_____

_____

The weaker features were: _____

_____

_____

General Comments: _____

_____

_____

[1] McCallon, E. (unknown). Workshop evaluation scale. Austin, Texas: Learning Concepts.

SXX10

TRANSPARENCIES

TRANSPARENCY #2

SPEECH

A COMPLEX FINE MOTOR BEHAVIOR DEPENDING ON:

1. Adequate Air Flow from the lungs
2. Coordinated movements of the vocal cords
3. Coordination of the oral-motor movement of the tongue and lips within the oral cavity

LANGUAGE

A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS

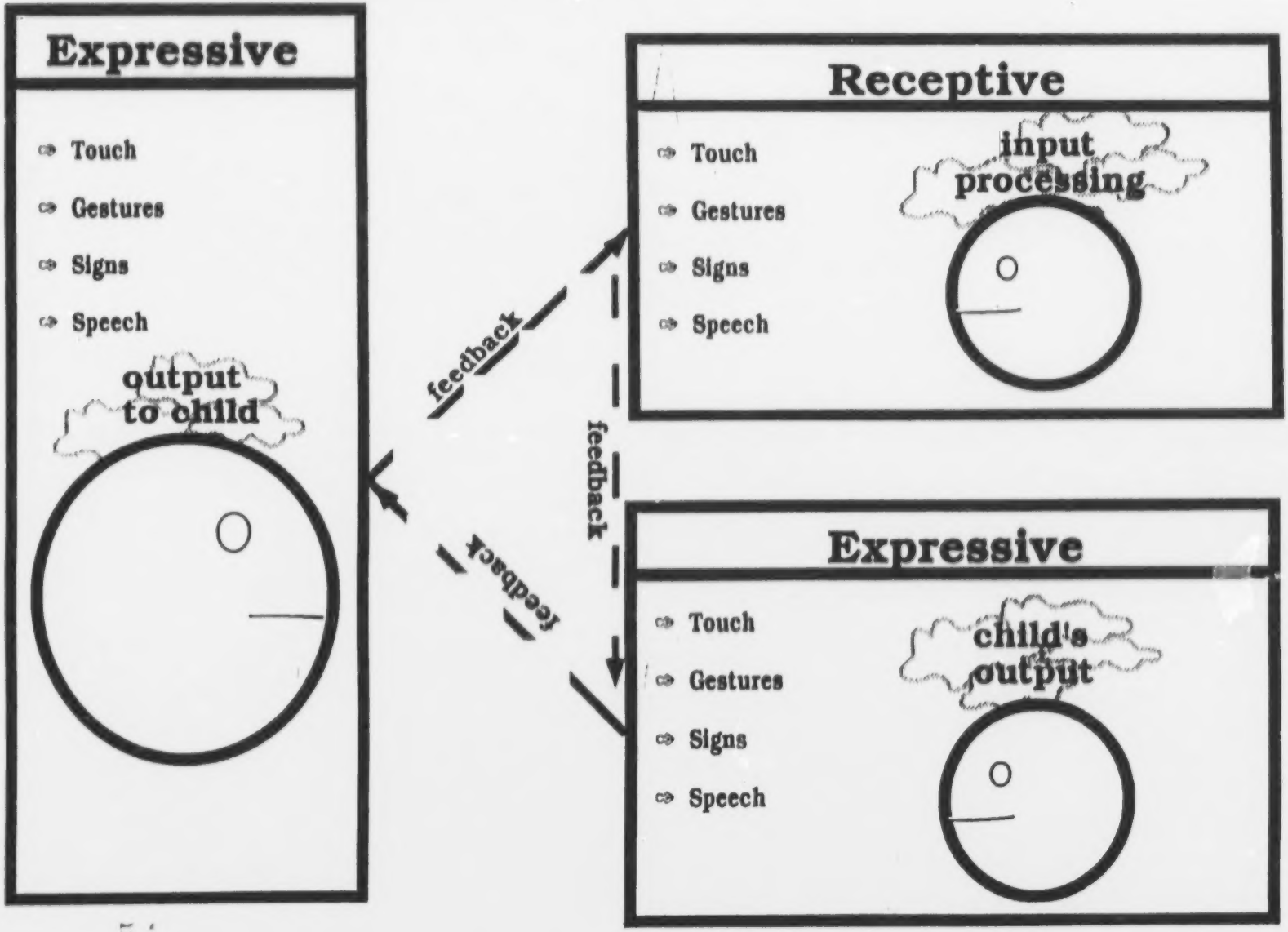
COMMUNICATION

AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING:

1. A message
2. An intention on the part of the sender to "impact" the receiver
3. Non-symbolic or symbolic forms may be used.

COMMUNIATION SYSTEMS

TRANSPARENCY #3



EACH STUDENT SHOULD HAVE A COMMUNICATION SYSTEM THAT IS DEVELOPED WITH THE FOLLOWING FEATURES

1. **A WAY . . . forms to communicate**
2. **A REASON . . . functions of communication**
3. **SOMETHING . . . people, objects, actions, events, locations to communicate about**
4. **SOMEWHERE . . . activities, routines, domains**
5. **SOMEONE . . . people to communicate with (family, service providers, and peers)**

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT (NOTICE)

B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE BEHAVIOR (YOUR PROTEST)

C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER IN SOME WAY (INFORMATION)

D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION)

E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO (COMMAND/DIRECTIVE)

F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS, AND ABOUT ONGOING ACTIVITIES (SOCIAL COMMENT)

G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION)

H. TO PROVIDE A MODEL

I. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY)

TRANSPARENCY #6
ACTIVITY #2

FUNCTIONS OF RECEPTIVE COMMUNICATION

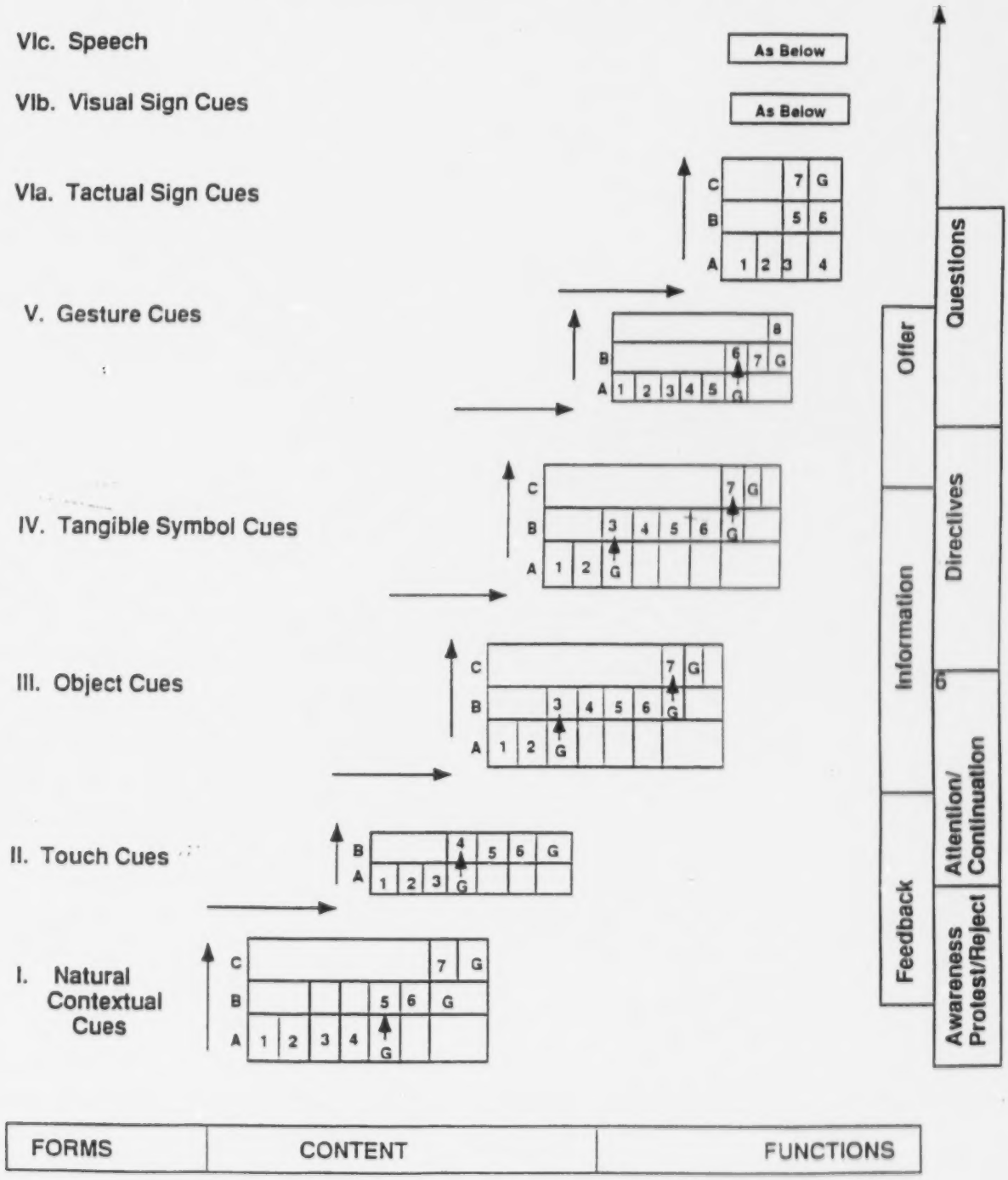
Directions: The trainer will read each of the (10) "messages." After each example, place a check (✓) in the column that best describes the function or purpose of the messages.

	Examples										
Functions	1	2	3	4	5	6	7	8	9	10	Check +/-
Model/Repeat											
Protest/Inhibit											
Attention/Person/Object											
Comment/Reinforcer											
Comment/Information											
Motor Directive/Command											
Question											
Communication Directive											
Answer											
Reply to Response											
Joking											
										% Correct	

*If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

TRANSPARENCY #7

RECEPTIVE FORMS OF COMMUNICATION: HORIZONTAL & VERTICAL TRACKING



FORMS	CONTENT	FUNCTIONS

EXAMPLES OF RECEPTIVE FORMS

TOUCH CUES

Up	Identification
Down	Sit
Change	Stand
	Come
	More
	Give
	Put

OBJECT CUES

Meaning	Object (Form)
Eat	Spoon
Drink	Bottle
Change	Pants or Diaper
Go	Walker
Finished	Tub to put object in
Bed/Sleep	Blanket, small pillow or bed toy
Down on mat	Piece of the mat/carpet
Going to play area	A specific toy
Bath	Washcloth or sponge
Dress	Small shoe
Outside	Turf or small brick
Music	Tape
Bubbles	Bubble wand
Air on face	Balloon
Swing	Piece of chain or rubber

GESTURES

No/Yes	Finished
Give me	Want
Take	Look for
Eat	Put
Come	Go
Bye	Take

OBJECT CUES AND MEANING ACROSS DOMAINS/ACTIVITIES FOR OLDER LEARNERS

Daily Living/Domestic

Eating
- Small cereal box - eat breakfast
- Meal ticket - eat lunch
- Tray away - finished

Meal Preparation
- Picture book/potholder - time to prepare
- Sponge/dishcloth - time to clean up

Self Care
- Small toothpaste/comb/mirror - go to bathroom for self care

Laundry
- Detergent cap - time to do laundry

Vocational

Work
- Timecard - time for work

In School
- Small tin can - time to pick up trash
- Smashed small can - time to mash cans
- Stick-ems - time to xerox

Community

I.D. card - time to go into community; plastic glove - uses to package silverware; small book - go to church to straighten up hymnals; vending machines - money card; grocery store - list with pictures or magnet board with beans, catsup, eggs.

Leisure/Recreation

Group card game
- Card - time to play cards

P.E.
- Whistle - time to go to P.E.

Exercise Bike
- Handle grip - time to ride the exercise bike

Music
- Small audiotape - time for listening to tapes

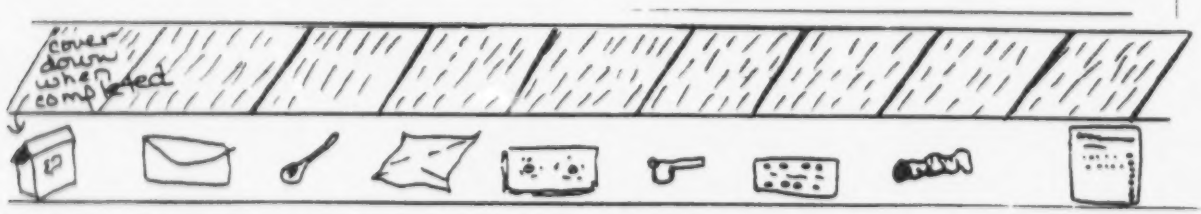
Make Snack
- Popcorn cue - time to pop pop corn

As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.

a. At lease 4-5 routine activities must be occurring daily,
b. An object that "stands for" each activity must be selected,
c. The objects must be sequenced in an order,
d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

Example:

Activity	Object Cue	Sequences	Completed
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	"
Cafeteria (job)	spoon	3	"
Sort laundry	washcloth	4	"
Leisure (tape)	small tape	5	"
Gym	whistle	6	"
Lunch	meal ticket	7	"
Leisure (exercycle)	grip	8	"
Work	timecard	9	



1	2	3	4	5	6	7	8	9
cereal cue	envelope	spoon	wash	cassette tape	whistle	meal ticket	handle	time card

The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.

TRANSPARENCY #9
ACTIVITY #3

FORMS OF RECEPTIVE COMMUNICATION

Directions: You will observe a role play situation. The trainer will present a form of a receptive cues (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity-criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
						% Correct	

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

TRANSPARENCY #10
ACTIVITY #4

Receptive Communication Sample (10 Minute)

Name _____ Observer _____ Ratio-Adults/Students _____ NOTES _____

Date _____ Domain _____ Setting and Activity _____ _____

Content	Form										Function								Response				Interactor					
	No Cue	Environmental	Touch	Object	Gesture	Picture	Miniature Object/ Association	Visual sign	Tactile sign	Speech	Attention	Inhibit	Model	Command	Request for Communication	Information	Comment	Social	No Response	Facial/Body Movement	Act on Object	Direct Response	Teacher	Assistant	SLP	OT/PT	Peer with Disabilities	Typical Peer

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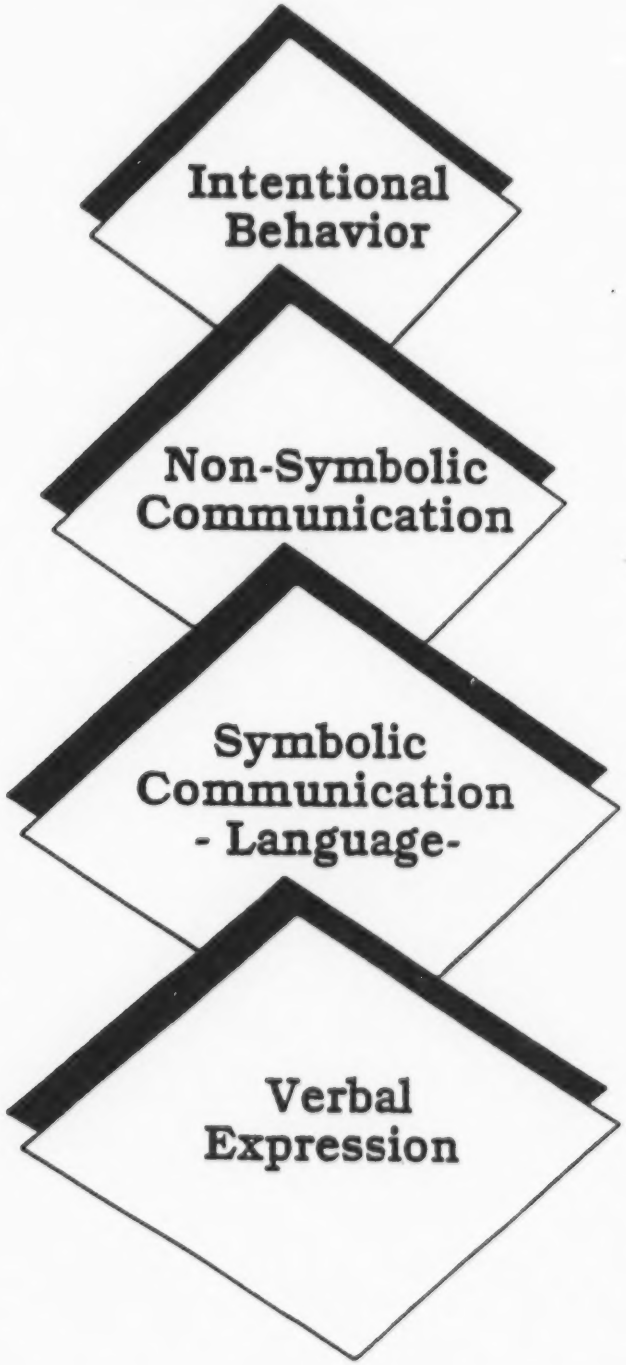
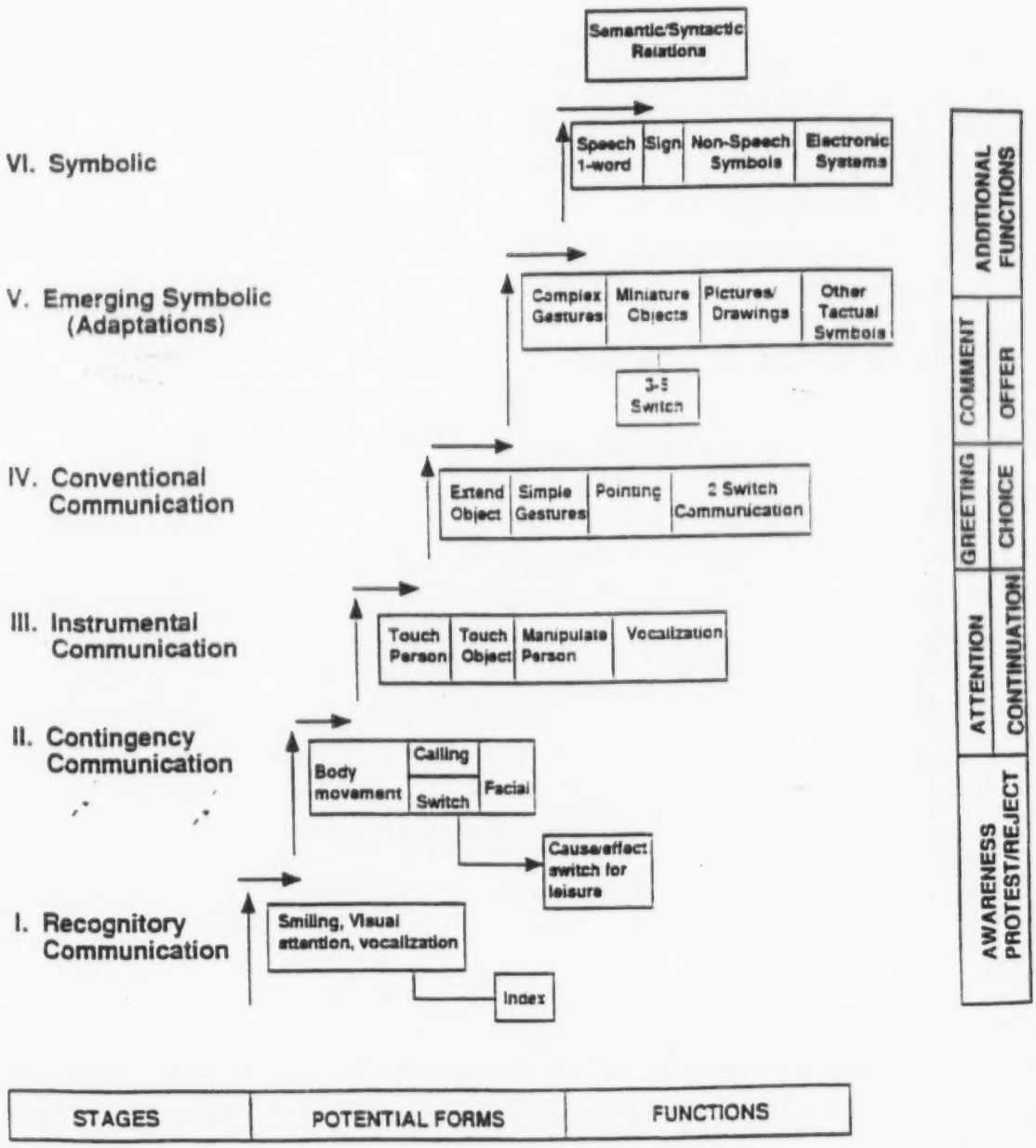
TRANSPARENCY #11A

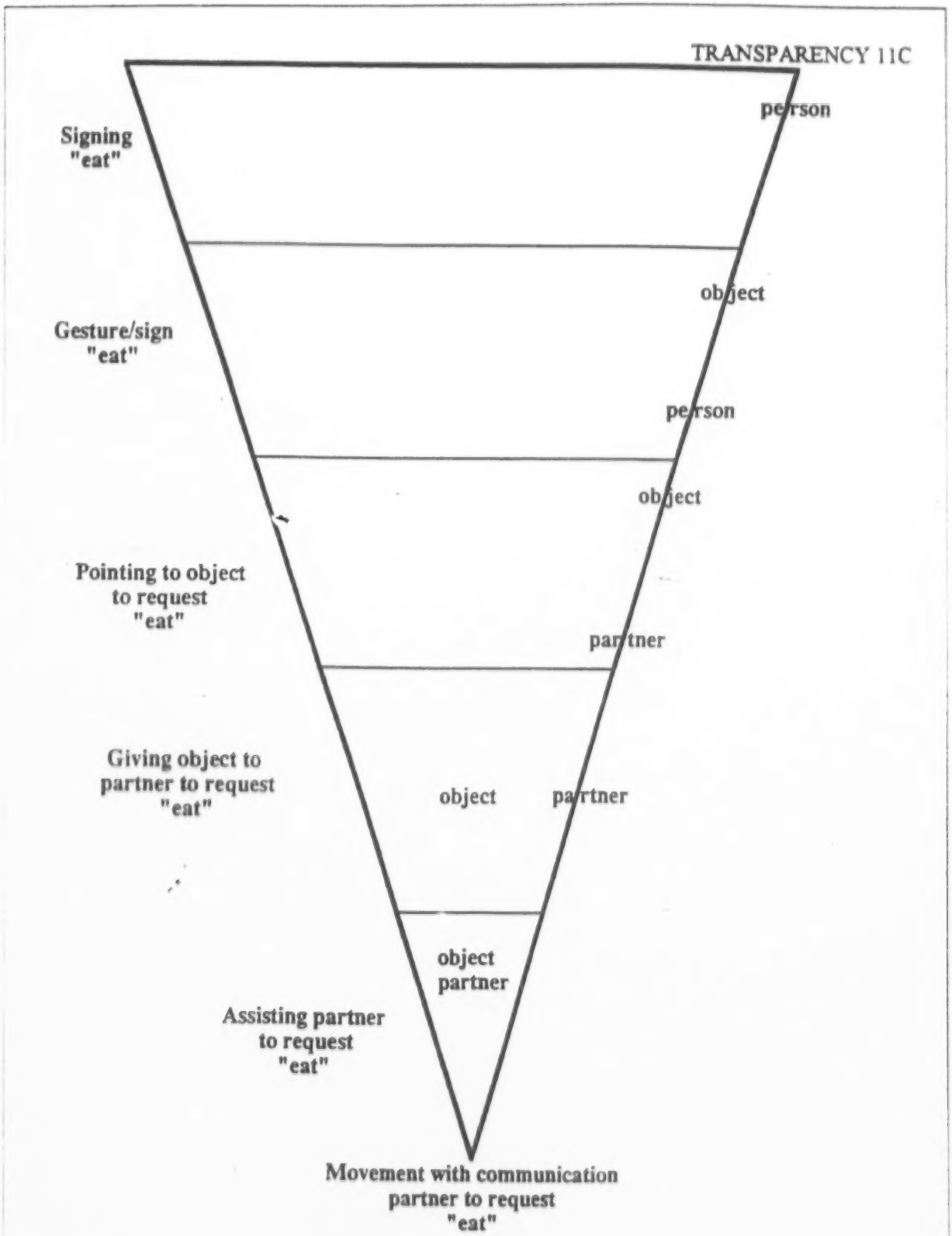
COMMUNICATION AND LANGUAGE SYSTEMS



TRANSPARENCY #11B

EXPRESSIVE FORMS OF COMMUNICATION: HORIZONTAL & VERTICAL TRACKING




TRANSPARENCY 11C
person
Signing
"eat"
object
Gesture/sign
"eat"
person
object
Pointing to object
to request
"eat"
partner
Giving object to
partner to request
"eat"
object
partner
object
partner
Assisting partner
to request
"eat"
Movement with communication
partner to request
"eat"

TRANSPARENCY #12
ACTIVITY #5

FORMS OF EXPRESSIVE COMMUNICATION

Directions: The trainer will demonstrate ten specific forms of communication. Record a check (✓) under the specific form being demonstrated for each trial. You may request the trainer to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below

	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Object	Use Pictures	Speech	Signs	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

TRANSPARENCY #13

TYPES OF COMMUNICATION FUNCTIONS

EARLY FUNCTIONS:

- CALLING OR ACCESSING PEOPLE
- PROTESTING
- REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
- REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES

LATER DEVELOPING FUNCTIONS:

- SOCIAL GREETING
- OFFERING OR TRANSFERRING OBJECTS
- REPEATING
- ANSWERING QUESTIONS
- NAMING OR LABELING
- COMMENTING
- REPLYING
- REQUESTING INFORMATION
- ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)

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TRANSPARENCY #14
ACTIVITY #6

FORMS & FUNCTIONAL OF EXPRESSIVE COMMUNICATION

Directions: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the <u>form</u> and <u>function</u> of each communicative behavior in the column below.

	FORMS														FUNCTIONS				
	Vocalization	Eye Gaze	Body Movement	Touch Person/Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Object	Use Pictures	Speech	Signs	Adaptation	Attention/Access People	Protest	Request Continuation	Choice	Other
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

TRANSPARENCY #15
ACTIVITY #7

Expressive Communication Sample (10 Minute)

Name_____ Observer_____ Ratio-Adults/Students_____ NOTES_____

Date_____ Domain_____ Setting and Activity_____

Level II & III				Level IV				Level V		Level VI	Level VII	Level VIII	Type of Support					Function									Int	Meaning
Body Movement/ Facial Gesture	Touch/Reach	Vocalize/Eye Gaze	Manipulate Person	Extend Object	Point	Gesture	Yes/No	Object Representation	Pictures	One Word (object present)	One Word (object not present)	2 + Utterances	Physical Assist	Imitate	Gesture/Sign	Response	Initiate	Request More	Protest	Request object/action	Repeat	Request Attention	Greeting	Offer/Transfer	Label/Comment	Other		

TRANSPARENCY #16
ACTIVITY #8

ACTIVITY PLAN FORM: TOTAL TASK

I. ACTIVITY: _____

_____

II. RATIONALE (What is the reason this activity should be taught?):

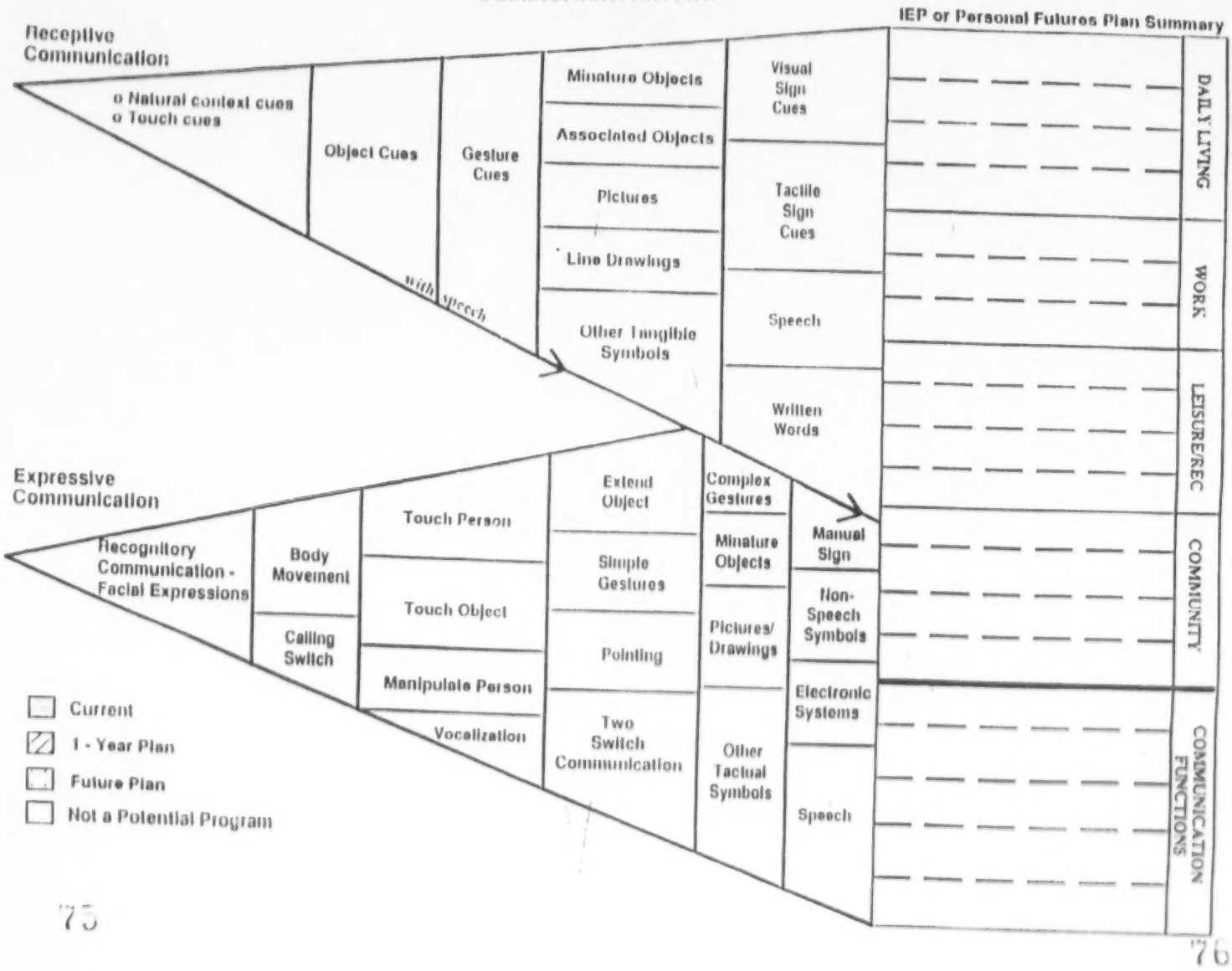
III. MATERIALS NEEDED:

1.
2.
3.
4.
5.

IV. WHAT SKILLS NEED TO TAKE PLACE:

BEFORE ACTIVITY:	DURING ACTIVITY:	AFTER ACTIVITY:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

COMMUNICATION MAP



WORKSHOP EVALUATION SCALE[1]

Workshop Name: _____ Date: _____

Presenter: _____

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenter(s) was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The ideas and activities of the workshop were:	Very Interesting 7	6	5	4	3	2	Dull 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1
8.	Do you feel a need for additional information about this topic?	1. Yes			2. No			

The stronger features of the workshop were: _____

_____

_____

The weaker features were: _____

_____

_____

General Comments: _____

_____

_____

[1]McCallon, E. (unknown). Workshop evaluation scale. Austin, Texas: Learning Concepts.

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